

Performance Measurement Education

Agency: Board of Public Education

Program Goals

Program	Goal	Outcome Measure(s)
Administration & CSPAC Programs	Set standards for a quality education as defined by law.	<p>Revise and monitor standards in the following areas:</p> <ul style="list-style-type: none"> • Science Content and Performance Standards – Complete amendment to standards by July 1, 2008. 100 percent of schools will be in compliance by July 1, 2010 as measured by the Annual Accreditation Process; Appendix E-1 of the <u>Montana School Accreditation Standards and Procedures Manual</u> in collaboration with the Office of Public Instruction • Distance Learning – Complete Phase II of the Distance, Online Learning work by July 1, 2009. 100 percent of schools will be in compliance by July 1, 2011 as measured by the Annual Accreditation Process; Appendix E-1 and E-13 of the <u>Montana School Accreditation Standards and Procedures Manual</u>. • Teacher Licensure – Complete amendments to Chapter 57 (Licensure Standards) by July 1, 2009. 100 percent of schools will be in compliance by July 1, 2011 as measured by the Annual Accreditation Process; Appendix E-1 of the <u>Montana School Accreditation Standards and Procedures Manual</u>. <p>Monitor All Content and Performance Standards – 100 percent of schools will be in compliance by the Board of Public Education's March meeting each year as measured by the Annual Accreditation Process; Appendix E-1 of the <u>Montana School Accreditation Standards and Procedures Manual</u>.</p>

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Agency: Montana School for the Deaf and Blind

Program Goals

Program	Goal	Outcome Measure(s)
Education Program	The Education Program at MSDB will provide an education for deaf and blind students which allows them to access education professionals, peers, communication, and learning which is not available to them in their home districts and which allows them to achieve their highest level of independence.	1. Annual parent satisfaction survey – qualitative 2. Annual student satisfaction survey – qualitative 3. Graduation rates – quantitative 4. Weschler Individual Achievement Test results – quantitative (Following federal regulations that apply to the public dissemination of test results for determining AYP the school may only be able to release a single summary statement of declines or increases in achievement by subject area tested.) 5. Annual post graduate longitudinal survey – qualitative/quantitative
Student Services	The Student Services Program will provide the highest quality of residential care for Residential students inclusive of 24 hour health care services, food services which meets nutrition and health standards, a full range of recreational and social opportunities, and program which promotes the development a positive self-concept, and effective independent life skills.	1. Annual parent satisfaction survey – qualitative 2. Annual student satisfaction survey – qualitative 3. Annual staff satisfaction survey - qualitative 4. Medication and treatment procedures conducted by Health Services measured monthly Infirmary report for number of students treated and medication disbursed quantitative 5. OPI audit of the School Foods Program – quantitative/qualitative 6. Cascade County Health Department food service facility inspection report recommendation contained in annual inspection report – quantitative/qualitative 7. Annual Measure of Gym (Mustang Center) usage and number recreation/extra curricular and social opportunities for students – quantitative 8. Annual summary of student incident reports – quantitative/qualitative 9. Annual pre/post assessment results of students enrolled in the Independent Living Skills Program – quantitative

Initiatives for the 2009 Biennium

Program	Initiative	Outcome Measure(s)
Education Program	DP2 Recruitment and Retention of Highly Qualified Staff: - MSDB will successfully recruit and fill all professional staff vacancies with applicants who meet the minimum qualifications of each position within 3 months of the vacancy announcement and will provide compensation, benefits, mentoring and professional growth opportunities sufficient to retain professional staff beyond 3 years of initial date of hire.	1. Number of qualified applicants based on job requirements advertised – quantitative 2. Number of applications received – quantitative 3. Turn over rate by position/program area – quantitative 4. Recruitment A. Number vacancies and length of time positions remain vacant for all programs–quantitative B. Vacancy savings assessment compared to actual vacancy savings generated in Education Program Number of positions and length of time positions held vacant in the Education Program to generate required savings. Gain in percent of Compare MSDB salaries to market salaries to the (Great Falls Public Schools salary schedule) if the Education Program were exempted from vacancy savings allowing the school to apply additional funds to licensed professional staff salaries
Education Program	DP3 Expansion of Outreach Services: - With increased staff and reduced caseloads the MSDB outreach program will provide increased contact and service to more students during the 09 biennium. This will result in parents and local district personnel having greater access to the consultation and technical assistance needed to develop the skills and knowledge necessary to successfully educate their deaf and blind children and students.	1. Number of students served as of 11/6/07–quantitative 2. Numbers of contact visits with school personnel, and parents to report in March 2008–quantitative 3. Annual parent satisfaction surveys – quantitative May 2008 4. Annual Part C/local district personnel satisfaction surveys March 2008–qualitative

Agency: Montana Arts Council

Program Goals

Program	Goal	Outcome Measure(s)
	Provide access to high quality arts education in order to develop the full creative potential of all Montanans, and do so with a streamlined grant management system and strong web teaching tools. Provide services to assist Montana K-12 students to study a curriculum that enables them to achieve the Montana BPE's standards for the arts.	All Montana K-12 students have the opportunity to study a curriculum that enables them to achieve the Montana Board of Public Education's Standards for Arts, thereby providing all the arts for all the students in all the schools. All Montanans regardless of potential barriers find access to arts education opportunities, contributing to life long learning and creative expression. Database and web improvements help achieve these results.

		<p>Outcome measures include:</p> <ul style="list-style-type: none"> 60 community events are held in conjunction with arts education grant programs and 4,000 community members benefit 10% of enrolled K-12 students are served by MAC's arts education grant program 65 % of counties served MAC's database is half way toward being 100% compatible with long-term grant management needs and will be complete by June 30, 2009. <p>Successful students achieving state learning objectives Evaluate how matching dollars were leveraged by grant funding Assess MAC's database redesign ability to meet agency grant management and every day needs.</p>

Agency: Montana State Library

Program Goals

Program	Goal	Outcome Measure(s)
	Provide libraries, agencies, partners, and patrons with convenient, high quality, and cost-effective access to library content and services.	<p>By fiscal year end 2008, implement Geographic Information (GIS) portal technology combining and enhancing the best attributes of the current NRIS clearinghouse to catalog and provide access to geospatial datasets held at MSL. Provide an interface that allows users to publish metadata records, organize groups and provide access to geospatial data held at their organizations.</p> <p>By fiscal year end 2009, the value of these E-content services acquired by MSL for use by Montana Libraries (e.g. on-line journals and reference material) will be measured by an annual increase in E-content user statistics of at least 5 percent, documentation of user demand for additional E-content services, and anecdotal reports from librarians and patrons indicating that access to E-content made a difference in their lives like helping them to accomplish an educational or personal growth goal.</p>

Agency: Montana Historical Society

Program Goals

Program	Goal	Outcome Measure(s)
Research Center	Preserve and make publicly accessible the heritage resources of the State of Montana.	The number of processed archival collections available to the public through the <i>Montana Shared Catalog</i> will be increased from 92% to 94% (60 collections each year of the biennium) . 91.5% to 93.5% Dates for completion to be negotiated.
Museum Program	Preserve and make publicly accessible the heritage resources of the State of Montana.	The number of artifacts entered into the <i>PastPerfect</i> database will increase from 47% to 52% . 46% to 53% Dates for completion to be negotiated.
Education Program	Preserve and make publicly accessible the heritage resources of the State of Montana.	The number of patrons reached through educational programming will increase by 3% 4% over a two year period (from 41,000 to 42,230), from 15,658 during the first quarter of FY 2008 to 16,284 during the last quarter of 2009. Dates for completion to be negotiated.
State Preservation Office	Preserve and make publicly accessible the heritage resources of the State of Montana, specifically for the State Historic Preservation Office to maintain and add to the statewide inventory of recorded historic/archaeological/cultural properties eligible for consideration for preservation by agencies and the public.	We are projecting a 4% increase (2,000 over the biennium) Increase in the total number of inventoried historic and/ archaeological/traditional cultural properties eligible for consideration for preservation by agencies and the public. added to the State Antiquities Database and Inventory.

Agency: **Office of Public Instruction**

Program Goals

Program	Goal	Outcome Measure(s)
State and Local Education Activities	Support schools so that all students can achieve high standards	<ul style="list-style-type: none"> • Implement Full-time Kindergarten • Develop model curriculum • Revise content standards • Train school support teams to provide on-site assistance to Montana schools using effective schools research and peer reviewers
	Assess and communicate the quality and achievements of K-12 education	<ul style="list-style-type: none"> • Report measures of student achievement and success such as academic proficiency levels, graduation, dropout, and attendance rates • Report on Adequate Yearly Progress under No Child Left Behind. • In 2008-2009, the OPI will begin the process of developing the staffing module of the K-12 education data system. An RFP for the staffing model will be developed and OPI will choose and contract with a vendor.
	Provide access to and management of	<ul style="list-style-type: none"> • Report enrollment counts, student

	information and data related to K-12 school improvement	demographic data, information about students served by state and federal education programs, including special education information services and programs.
	Deliver quality instruction through professional development	<ul style="list-style-type: none"> • Deliver professional development materials and activities to educators via an online system. • Increase the number of school districts offering IEFA professional development to their staff.
	Support accountability and improvement in all Montana schools	<ul style="list-style-type: none"> • Submit, review, and track state and federal education grant applications through the electronic grants management system. Process allocations and disbursements through the same system.

Program	Initiative	Outcome Measure(s)
State Education Activities	Curriculum Specialists	<ul style="list-style-type: none"> • Develop model curriculum in Science (Science Content and Performance Standards were revised in September 2006) and model curriculum for Full-Time Kindergarten and disseminate to Montana schools. • Revise content and performance standards in two academic content areas and disseminate to Montana schools. • Provide on-site assistance to Montana schools using effective schools research and peer reviewers. Curriculum specialists will assist Montana educators in the revisions of their Five-Year Comprehensive Education Plans and meeting accreditation standards.
State Education Activities	K-12 Education Data Systems	<ul style="list-style-type: none"> • In the 2007-2008 school year, school districts and the Office of Public Instruction will complete a full data collection cycle using AIM (Achievement in Montana), the new statewide student achievement system. • In the 2007-2008, the Office of Public Instruction will eliminate data collections and report forms that require school district to aggregate student counts prior to submittal to OPI. • In 2007-2008, OPI will use the AIM system to register students for the statewide student assessment and report on student achievement and Adequate Yearly Progress under No Child Left Behind. • In 2007-2008, state and federal education grant applications will be submitted, reviewed, and tracked through the electronic grants management system. OPI will process allocations and disbursements through this same system. • In 2007-2009, the OPI will involve various stakeholders to complete a strategic and tactical plan for the development of the school staffing module of AIM.
State Education Activities	Indian Education for All	<ul style="list-style-type: none"> • Each year there will be a 10 percent increase in the number of school districts offering IEFA professional development to their staff. • The number of schools reporting an increase in each of their stakeholders' knowledge will increase by an additional 5 percent from low to medium and medium to high each year. • Within five years, the percentage of

		<p>school districts that indicate teacher training as their greatest IEFA need will decrease from 40% to 20%.</p> <ul style="list-style-type: none"> The OPI will contract with an outside evaluator to measure the effectiveness of its IEFA professional development program, determine gaps in its delivery, discover areas of improvement, and gauge successes.
State Education Activities	Closing the American Indian Student Achievement Gap –Indian Student Achievement and Dropout Prevention	<ul style="list-style-type: none"> Annually, the OPI will analyze data and report trends related to statewide assessments, dropout rates, completion and graduation rates, suspension and expulsion numbers, and special education. To develop a fuller picture of Indian student achievement, the OPI will annually break down school achievement data by school demographic population (i.e. schools with 50 to 100% American Indian populations) as well as looking at schools that are on or near reservations and urban areas. The OPI will annually provide focused technical assistance to schools needing support as determined by the data analysis. The OPI will annually collect qualitative and quantitative data in order to develop a system that measures how well a school meets the needs of American Indian students.

Montana University System

Program Goals

Initiatives

Program	Initiative	Outcome Measure
OCHE Administration	Transferability and Student Data. That retention rates and completion rates for students that have transferred between campuses and transferred in coursework from other institutions are at the same level as retention and completion rates for students that have not transferred.	Create 11 faculty councils. Create transfer pathways in 11 different program/subject areas. That the number of pre and postsecondary education credits accepted for transfer by the MUS has increased by 15% over 2007 baseline (including but not limited to dual enrollment, running start, advanced placement, and tech prep). That the number of student appeals of credit transfer decisions is reduced below the prior year rate toward a total reduction of 50% by 2009-2010. Proposed new measures (under consideration by the interim PEPB subcommittee): All undergraduate courses in the MUS will go through a common course numbering process. All courses deemed to be significantly similar must possess the same prefix, course number, title and credits; and directly transfer on one-to-one basis. Common course numbering will result in a transparent computerized program that demonstrates transferable courses across the MUS.
OCHE Administration	Expand Distance Education. To improve the coordination and expansion of distance learning/online educational programs across the Montana University System.	The number of students enrolled in distance learning education courses is increased by 10% over 2007 baseline. The number of distance learning courses and programs is increased by 10% over 2007 baseline. The number of distance learning programs for career training students and employers is increased by 10% over 2007 baseline. 60 additional courses and programs for degree seeking students will be offered through online/distance education. 30 additional courses for career training students and employers will be offered through online/distance education.
Student Assistance	Financial Aid to Students Complete a comprehensive report analyzing the federal and state components of student financial aid that should include findings/recommendations for how to best achieve the goal of affordability.	A report analyzing federal and state components of financial aid (e.g. Baker, MHEG, Pell, LEAP, SLEAP, Gov's Scholarships, MPACT, tuition waivers, MUS Honors, work study, Perkins, etc.) to include findings/recommendations for how to best achieve affordability goal. Increase the percentage of need-based students receiving financial aid awards. Increase the average total need-based aid award amount. Proposed new measures (under consideration by the interim PEPB subcommittee): Build a student financial aid central data warehouse. Increase state funded need based aid per FTE student. Reduce the amount of unmet student need for financial aid.